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ABSTRACT

In 1983, Los Angeles Harbor College designed a program to improve the rate of student transfer to four-year colleges and universities. From the onset of the project, the goals were to: (1) increase the number of transfers; (2) increase the number of minority student transfers; (3) improve articulation and outreach efforts; and (4) incorporate activities involving student transfers with "Project Asset." To meet these objectives, project staff initiated activities to identify a transfer pool and to provide group academic advising for transfer students; undertook a pilot mail registration project; developed a directory of transfer students for four-year institutions; and involved university counselors in helping students prepare for transfer. In addition, scholarships were awarded to nine students, articulation activities were conducted, and work was started on a computerized transfer information project with the University of California at Irvine. Appendices include materials for student participants, a checklist for transfer students, and a survey instrument. (EJV)

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LOS ANGELES HARBOR COLLEGE
FORD FOUNDATION TRANSFER REPORT, 1983-1984

INTERIM REPORT

Debra Peterson

Associate Director

Los Angeles Harbor College, Wilmington, California

JC 850 270

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LOS ANGELES HARBOR COLLEGE FORD FOUNDATION
TRANSFER PROJECT
1983-84
INTERIM REPORT*

By
Debra Peterson
Associate Project Director

In September of 1983, Los Angeles Harbor College began it's mission to improve the rate of students transferring to a four-year colleges and universities with the aid of monies from the Ford Foundation. With that goal in mind, activities were designed and implemented throughout the course of this academic year to promote the transfer function.

From the onset of the project, four main objectives were established:

1. Increase the number of students who transfer from Harbor College to four-year colleges and universities.
2. Increase the number of minority students who transfer from Harbor College to four-year colleges and universities.
3. Improve the articulation and outreach efforts between Harbor College and the nearest three four-year institutions---CSU Dominguez Hills, CSU Long Beach, UC Irvine.
4. Incorporate activities involving student transfer with "Project Asset".

PROJECT ACTIVITIES AND ACHIEVEMENTS

Identification of a Transfer Pool -

In the Fall semester, 1,900 students were selected to constitute the transfer pool. The project used the ASSET student data base to identify students who had:

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*Harbor College was granted a two-month extension because of a two-month delay in the start of the project.

* attended new student orientation and assessment;
* indicated transfer as a goal on the Project Asset Educational Planning Summary Form;
* achieved a cumulative grade point average of 2.3 or higher;
* completed 35 units or more.

The list compiled by the district office data processing unit provided the following information on each student: name, address, telephone number, units completed, major, grade point average, sex, and ethnicity.

The students in the transfer pool were the principal subjects of all activities related to the Ford Foundation Transfer Project.

Group Academic Advising for Transfer Students -

In the fall and spring semesters, students in the transfer pool were notified by letter about the group academic advising session for their major (Appendix A & B). Minority students were telephoned by student assistants as a follow-up measure to the letter and encouraged to attend the group advising sessions.

The counselor at each session talked to students about preparing for the transition from Harbor College to a four-year college or university. Students were also informed of any changes in the articulation agreements between Harbor College and the schools they planned to attend. Over 350 students participated in the group advising sessions, and as a result, many students made individual appointments with Harbor College and university counselors. Project activities increased the number of students attending these sessions by almost 200%.

The only disappointment was that students undecided about a major did not actively participate in the group advising sessions. In an effort to

better serve these students an additional session was planned at the end of the spring group meetings. A special letter regarding group advising for Undecided Majors was sent to the 593 undecided majors in the transfer pool (Appendix C). Only fifteen students attended the sessions. These students may also need follow-up phone calls in the future.

Pilot Mail Registration Project -

All 1,900 students in the transfer pool were invited to participate in a Pilot Mail Registration Project. The Pilot Mail Registration Project was designed as a form of priority registration in the Spring of 1984 for students who attended Group Academic Advising for Transfer Students. At the end of a group advising session the students received an application for mail registration. Students who sought advisement on an individual basis with a counselor in the Counseling or Career Guidance/Transfer Center could also participate in mail registration. Five hundred forty nine (549) students in the transfer pool chose to take advantage of the pilot project, thus eliminating the hassle of closed classes and long lines during arena registration. Since the transfer pool included some students who have graduated or transferred, this number is considered significant.

Plans to continue using priority registration as an incentive for students to seek counseling was halted by the district's decision to make mail registration accessible to all continuing students. However, the experience of the pilot project laid the foundation for the Admissions and Business Offices on our campus to be prepared for the implementation of mail registration for 5,000 continuing students. The District Office policy mandates mail registration for all continuing students. The District Office staff adopted several Harbor College mail registration procedures in

establishing assistance for other District colleges.

Directory of Transfer Students -

Students interested in the academic programs offered by neighboring universities authorized the release of their name, address, major, units completed, sex, and ethnicity (Appendix A, B, C). A directory of 169 students planning to transfer to CSU Dominguez Hills, CSU Long Beach, UC Irvine was sent to those campuses. The Dean of Students at Harbor College was assured that these students would be contacted by the various departments and programs from the universities.

University Outreach -

Three Outreach counselors from UCLA, CSU Dominguez Hills, and CSU Long Beach worked a cumulative sum of 20 hours per week in the Transfer Center. They assisted Harbor College students in making preparation to transfer to a college or university. In addition to counseling, all prospective transfer students received help with filing admissions applications and financial aid forms. Outreach staff also acted as advocates in determining the status of applications and problem-solving on the four-year campuses. Approximately 400 Harbor College students have utilized the services offered by the Outreach Counselors this year.

A "Transfer Students Checklist" was devised for use by the Outreach Counselors working with prospective transfer students at Harbor College. As a result of sharing the checklist with colleagues at the 2nd Annual Intersegmental Meeting at CSU Los Angeles, it is now serving as a model for other community colleges to replicate (Appendix D, E).

A total of 25 students participated in campus tours at Cal Poly Pomona, USC, UCLA, and CSU Dominguez Hills. During the fall semester, 70 Harbor College

students met with representatives from UC Irvine, CSU Long Beach, and CSU Dominguez Hills and completed applications for the 1984 Spring Semester. Representatives from UCLA, CSU Long Beach, CSU Dominguez Hills, and Pomona College assisted 45 students seeking admission to a college or university in the 1984-85 school year.

The Outreach Counselor from CSU Dominguez Hills assisted 42 Chicano, Asian, Filipino, and Samoan students in preparation for transfer to CSU Dominguez Hills. CSU Dominguez Hills considers these groups to be under represented on their campus.

An Academic Counselor from the School of Biological Sciences at UC Irvine discussed transfer with 20 Harbor College science students. The Outreach Counselor representing EOP at UC Irvine talked to the students about admissions criteria, financial aid, scholarships and housing. Six students expressed an interest in the Biological Sciences program at Irvine and both counselors will assist these students in the application process.

Utilizing the Project Asset Educational Planning Forms, student assistants identified all minority students at Harbor College who named CSU Long Beach as the school in which they planned to transfer. When the student applies to CSULB, the Student Affirmative Action Coordinator will track the student's application and assist him/her in the transition from Harbor College to CSULB. The student will be offered a faculty mentor, tutorial assistance, if needed, and a variety of other follow-up and support services throughout his/her educational experience at CSULB.

The Minority Access to Research Careers Program (MARC Program) at CSU Dominguez Hills offers junior fellowships to minority students who are pursuing research careers in Sociology, Biology, and Psychology. Students

fitting the criteria for the program are being identified from the transfer pool. The Outreach Counselor from CSUDH will assist all students eligible for the program in the application process.

Scholarships -

Several students from the transfer pool were identified by the Associate Project Director for specific types of scholarships. Student workers notified qualified students by telephone and urged them to apply for the various scholarships.

One (1) black student was nominated for the General Electric Minority Engineering Scholarship.

Two (2) female Hispanic students applied for the Hispanic Women's Council Scholarship.

Five (5) women majoring in business applied for the American Business Women's Association Scholarship.

One (1) student applied for the MENSA Scholarship.

Articulation Activities -

The English Articulation Conference with the faculty members from Harbor College, CSU Dominguez Hills, CSU Long Beach, and UC Irvine was postponed until the fall. The conference was scheduled for April 26, 1984. Due to the numerous English Articulation Conferences scheduled during that time of the year, the Harbor English faculty felt that the meeting would be redundant. Articulation with each of these colleges has been strengthened by other activities described in this report.

Computerized Transfer Information Project with UC Irvine -

When the decision was made to forego the English Articulation activities on

the recommendation of the Chairperson of the English Department at Harbor College, the Project staff decided to invest more time, energy and money in the computerized transfer information project with UC Irvine. This project has generated a great deal of interest in the state and in the western region of the United States including the California Community Colleges Chancellor's Office, the California Postsecondary Education Commission (CPEC), and the Western Association of Schools and Colleges (WASC).

Through continuing meetings and discussions between staff at UCI and Harbor College, the project has evolved from a simple system of course equivalencies between two colleges into an information system with great deal of potential for use by any two-year or four-year college wishing to exchange information. At the time the project with UC Irvine was expanded, the project director asked for and received authorization from the Ford Foundation to use a portion of Project Funds to pay for some of the data processing costs. The use of project funds made it possible to recover from a major setback when a portion of the data was inadvertently overwritten on the computer. It is anticipated the system will be piloted at Harbor College in the Fall of 1984. Both UCI and Harbor College are searching for funds to complete the project, pilot it, and demonstrate it at other sites in California Community colleges.

Student Evaluation of Project Activities -

A student questionnaire evaluating the knowledge and use of project activities by Harbor College students was prepared by a researcher at the District Office (Appendix F). The questionnaire will be mailed to the students at the conclusion of the spring semester. The results will be submitted to the Ford Foundation by mid August.

Completion of Ford Foundation Project Activities -

Harbor College asked for and received a two-month extension of the project activities because the project was approximately two months late in getting started due to inflexible hiring procedures of the Los Angeles Community College District Personnel Office. This report is submitted as an interim report. The final report will be submitted prior to August 30, 1984. At that time, the results of additional activities will be reported: (1) status of the Computerized Transfer Information activities with UC Irvine, (2) results of evaluation activities, (3) documentation of the transfer rates of students during the report period as compared with previous years, (4) documentation of the transfer rates of minority students during the report period as compared with previous years.

(END)

Los Angeles Harbor College · 1111 FIGUEROA PLACE · WILMINGTON, CA 90744-2397 · (213) 518-1000

September 29, 1983

Dear Student,

You have been selected as one of 1900 students to participate in a pilot mail registration project planned for Spring, 1984. The Project could save you time and energy since you can complete the entire registration process without standing in lines. There are three requirements you must meet to participate in this project.

1. You must have 35 or more units completed as of Fall, 1983. (You have already met this requirement.)
2. You must have a cumulative grade point average of 2.3 or higher. (You have already met this requirement.)
3. You must meet with a counselor to clarify your educational goals and determine the courses necessary to meet the goals you have selected. You may meet this requirement in one of the following ways:

   A. Attend one of the Group Academic Advising sessions shown on the reverse side of this letter.
   B. Schedule an individual appointment for Advising at the Information Desk in the Counseling Center.
   C. If you have not decided on a major, schedule an appointment for Career Counseling in the Career Guidance Center.

A counseling or advising appointment is required because the success of mail registration depends upon students knowing their goals and the courses they need to meet these goals. Students who are unclear about their goals tend to make more program changes, wiping out any savings anticipated by using mail registration.

When you meet with the Counselor, let him/her know that you are interested in mail registration and you will be given a validation card to complete and turn in at the Information Desk. You will be mailed instructions for mail registration during the month of November.

If for some reason, we are unable to implement this project, you will receive your regular registration permit in the mail as you have in the past.

We encourage you to participate in this project - it will help you in your educational program and it will help us to improve the registration procedures.

Sincerely,

Del M. Anderson
Dean of Students

Los Angeles Harbor College · 1111 FIGUEROA PLACE · WILMINGTON, CA 90744-2397 · (213) 518-1000

February 28, 1984

Dear Student:

Many four-year colleges and universities offer a Baccalaureate degree for business majors. If you have considered transferring to a four-year institution, plan to attend a Group Academic Advisement session for business majors. For your convenience, two sessions have been arranged:

Wednesday, March 7	Thursday, March 8
12 Noon - 1:00 p.m.	6:00 - 7:00 p.m.
LRC (Library Bldg) Room 125	LRC (Library Bldg) Room 125

Group academic advisement will be beneficial in two ways:

(1) You will be better prepared to make the transition from Harbor College to the college or university of your choice.

(2) You will be eligible for Mail Registration and thus avoid standing in long lines during the Fall 1984 registration period. Simply obtain an application for Mail Registration from the counselor at either session.

Three local universities, CSU Dominguez Hills, CSU Long Beach, and UC Irvine would be pleased to send information about their programs and services to you. If you would like to have this information sent directly to your home, you must give written approval. Please detach the release form below, fill it out, and return it to Room AD125 in the Administration Building by March 30, 1984.

Your participation in Group Academic Advisement is important! Remember, your success at a four-year institution depends upon the preparations you make while attending Los Angeles Harbor College.

Sincerely,

Debra Peterson

Debra Peterson
Ford Foundation Transfer Project

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RELEASE OF INFORMATION

TO: DEAN OF STUDENTS, L.A. HARBOR COLLEGE

I authorize L.A. Harbor College to release the following information about me to the University of California Irvine (UCI), California State University Long Beach (CSULB), and California State University Dominguez Hills (CSUDH): name, address, major, grade point average, number of units completed, birthdate, and ethnicity.

_____ (Print Last Name - First Name)

_____ / _____ / _____ Social Security Number

LAHC "Passport To Excellence"

FORD FOUNDATION TRANSFER PROJECT

April 17, 1984

Dear Student:

Your success at a four-year college or university depends upon the preparations you make while attending Los Angeles Harbor College. Since our records indicate that you are "undecided" about a college major, I encourage you to attend Group Academic Advising for Undecided Majors. For your convenience, two sessions have been arranged:

WEDNESDAY, May 2, 1984	THURSDAY, May 3, 1984
12 noon - 1:00 p.m.	6:00 - 7:00 p.m.
LRC125 (Library Building)	LRC125 (Library Building)

Perhaps you indicated that you are undecided about a major for one of the following reasons:

* You are not committed to a major course of study,
* The major you plan to pursue is not offered at Los Angeles Harbor College,
* You are fulfilling the general education requirements for the A.A./A.S. degree or transfer.

If you can identify with any of these reasons, Group Academic Advising is for YOU!

To assist you in the transfer process, three local universities, CSU Dominguez Hills, CSU Long Beach, and UC Irvine would be pleased to send information about their programs and services. If you would like to have this information sent directly to your home, you must give written approval. Please detach the release form below, fill it out, and return it to Room AD125 in the Administration Building by May 4, 1984.

Please plan to participate in Group Academic Advising for Undecided Majors. You will be better prepared to make the transition from Harbor College to the college or university of your choice!

Sincerely,

Debra Peterson
Associate Project Director

DP:el

* * * *

INTER-OFFICE CORRESPONDENCE
Los Angeles Community Colleges

May 15, 1984

To: Distribution List

From: Glenna Scheer
Project ACCESS

Subject: Transfer Students' Checklist

A transfer students' checklist has been a topic in several recent meetings--a list that could be in the orientation package, transfer/career center, counselor's office, etc. Enclosed is one from Los Angeles Harbor College. Would this serve the purpose? Any additions or comments?

Let us keep up the sharing!

GS:pm

cc:

D. Agosto	R. Dompe	A. Herrera
J. Heinselman	A. Cherdack	V. Mottola
K. Washington	R. Haynes	P. Vallido
M. Seidner	S. Sachs	R. Casselman
N. Conrath	M. Ronquillo	J. Jacobs
N. Korn	P. Whalen	P. Gartska
E. Estrada	G. Bissiri	A. Nishio
D. Anderson	L. Lewis	J. Auld
J. Flores	B. Reed	D. Godoy
I. Weinstein	A. Mazor	D. Mims
M. Brown	P. Feldman	P. Parker
J. Loucks		R. Broughton

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MAY 17 1984
OFFICE OF STUDENT SERVICES
LOS ANGELES HARBOR COLLEGE

LAHC "Passport To Excellence"

FORD FOUNDATION TRANSFER PROJECT

TRANSFER STUDENTS CHECKLIST

After you have selected a four-year college or university that offers a degree in your major, you need to follow various steps in applying for admission. This checklist is for your information and will be a helpful reference during the application process.

APPLICATION	**COMPLETED**
1. Complete and file application before priority deadline (ask for deadlines at the Information Desk or Admissions Office).	☐
2. Send application fee along with application.	☐
3. Have college transcripts (and high school transcripts, if necessary) sent to the school of application.	☐
4. Send copy of ACT or SAT scores along with application if less than 56 semester units are completed.	☐
* 5. Obtain a letter of recommendation from a counselor, instructor, or employer.	☐
* 6. Write a personal essay or autobiography.	☐
* 7. Make an appointment for your audition (Dance, Music, Theater Arts majors).	☐
* 8. Have your portfolio ready for submission (Architecture, Design, Art Majors).	☐

* SPECIAL ADMISSION PROGRAMS AND SOME UNDERGRADUATE PROGRAMS MAY REQUIRE ADDITIONAL MATERIALS OR PROCEDURES

FINANCIAL AID	
1. Indicate your need for financial assistance or special admission by checking (✓) the appropriate section. APPLY EARLY!!!	☐
2. Apply for grants, loans and scholarships for the academic year.	☐
3. Send applicable fees along with the Financial Aid Forms.	☐
4. Be prepared to submit copies of your income information (i.e., 1040, 1040A, Social Security verification, etc.) to the Financial Aid office.	☐

HOUSING	
1. Indicate your interest in on-campus or off-campus housing by checking (✓) the appropriate section of the application.	☐
2. Contact the housing office to find our what type of housing is available on and off campus. If there is a "waiting list" or a separate application for housing, APPLY EARLY!!!	☐

ADDITIONAL SUGGESTIONS

1. Purchase the college/university catalog AND READ IT!
2. Attend a campus tour and orientation session.
3. Discuss and plan your curriculum with the department advisor.
4. Keep photocopies of all applications and forms that you submit to the college/university; you may need them for later use.

Los Angeles Harbor College 1111 Figueroa Place Wilmington, California 90744 (213) 518-1000

LAHC "Passport To Excellence"

FORD FOUNDATION TRANSFER PROJECT

During the past year, Harbor College had several "special activities" to assist students in their desires to transfer to a four-year college. This survey is to find out who participated in the activities and how satisfied they were.

Please read each of the following questions carefully; check the line next to the response which is most descriptive of you. It will take approximately 10 minutes to complete the questionnaire. All information will be kept confidential. A self-addressed stamped envelope has been provided for the return of the questionnaire.

1. Are you __ female? __ male?
2. How old are you? __ years
3. How do you describe yourself?
   __ American Indian or Alaskan Native
   __ Asian or Pacific Islander
   __ Black
   __ Chicano
   __ White or Caucasian
   __ Other
4. Complete your zip code.
   9 _ _ _ _
5. How many college units have you completed? ____ units
6. How many units have you completed at Harbor College?
   ____ units
7. Do you plan to transfer to another college? __ Yes __ No
8. If you plan to transfer, which of the following schools will you attend?
   __ Another community college
   __ A California state college or university
   __ A University of California campus
   __ A private four-year college or university
   __ A private trade, business or vocational school.
   __ Undecided
9. If you do not plan on transferring to a four-year college, what will you be doing this Fall 1984 Semester?
   __ attending at Harbor College
   __ working
   __ in the military service
   __ other
10. How many four-year colleges have you applied to for transfer? ___ colleges
11. Have you been accepted to transfer to a four-year college? __ Yes __ No
    Which college? _____
12. Did you participate in a New Student Orientation to Harbor College?
    __ Yes __ No
13. If you answered yes to #12, which part of the orientation was most helpful?
    __ (a) explanation of how to use a class schedule.
    __ (b) guide to good study habits.
    __ (c) transfer requirements to California four-year colleges.
    __ (d) testing and course placement advising.
    __ (e) video tape showing college services.
    __ (f) meeting counselors and other students.
14. If you answered yes to #12, how helpful was the orientation?
    __ extremely helpful
    __ very helpful
    __ helpful
    __ not very helpful
    __ not at all helpful
15. How many times did you talk with a counselor at Harbor College about acadmic issues? _____ times
16. As a result of talking with a counselor about academic issues, have you (you may check more than one)
    __ selected a major?
    __ identified the general educational courses you needed?
    __ learned the requirements to transfer to a four-year college?
    __ selected a four-year college to apply to?

(OVER)

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ERIC Clearinghouse for Junior Colleges OCT 25 1985